

No Child Left Behind

2011 Report Card

Hot Springs 23-2

1609 University Ave

Hot Springs, SD 57747-2126

Contact: Dr. Donald L. Marchant

District Status

South Dakota's accountability system requires schools and districts to make adequate yearly progress (AYP) in both math and reading, based on results of the Dakota STEP test. The chart below indicates an entity's current status with an "OK" (meaning it made AYP), "Alert" (meaning it did not make AYP for the current year) or "Level I, 2 or 3" (meaning that it has not met AYP for at least two consecutive years). The chart also breaks down AYP progress by subgroups, using a "Y" (yes) to indicate subgroups that made AYP, and "N" (no) to indicate subgroups that did not make AYP.

Effective with the 2011 Report Card, South Dakota has adopted the seven categories required in the Final Guidance on Maintaining, Collecting and Reporting Racial and Ethnic Data to the US Department of Education into its AYP determinations. Therefore, racial subgroup data for 2011 is not comparable to racial subgroup data for prior years.

Current District Status

Measure	Status	First Year Identified for School Improvement
Math	OK	
Reading	OK	
Other Academic Indicator	OK	

Current Year District AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	
Other Academic Indicator	Y - Met AYP	

3-5	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	Y	Y	Y	Y	Y	Y
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Y	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

3-5 Other Academic Indicator: Passed

Total AYP Breakdown: 6 of 6*

6-8	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	Y	Y	Y	Y	Y	Y
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	N	Y	N
Limited English Proficiency	Y	Y	Y	Y	Y	Y

6-8 Other Academic Indicator: Passed

Total AYP Breakdown: 9 of 10*

9-11	Math			Reading		
	Assessment	Participation	AYP	Assessment	Participation	AYP
All Students	Y	Y	Y	Y	Y	Y
White	Y	Y	Y	Y	Y	Y
Black or African American	Y	Y	Y	Y	Y	Y
Asian	Y	Y	Y	Y	Y	Y
Pacific Islander	Y	Y	Y	Y	Y	Y
Native American	Y	Y	Y	Y	Y	Y
Hispanic	Y	Y	Y	Y	Y	Y
Two or more races	Y	Y	Y	Y	Y	Y
Economically Disadvantaged	Y	Y	Y	Y	Y	Y
Students With Disabilities	Y	Y	Y	Y	Y	Y
Limited English Proficiency	Y	Y	Y	Y	Y	Y

9-11 Other Academic Indicator: Passed

Total AYP Breakdown: 4 of 4*

*Total AYP Breakdown indicates the number of subgroups in which a school or district made adequate yearly progress (AYP), followed by the total number of subgroups for which they were held accountable. In the chart above, all subgroups for which a school or district is held accountable are shaded in green. Yellow shading indicates that a school or district is not held accountable because of an insufficient population in that subgroup.

Previous Year District AYP Determination

Measure	Status	Reason For Not Meeting AYP
Math	Y - Met AYP	
Reading	Y - Met AYP	

Teacher Qualifications

The federal No Child Left Behind Act requires that each school report the percent of its teachers who are highly qualified. The act defines a highly qualified teacher as one with full certification, a bachelor's degree and demonstrated competence in subject knowledge and teaching. The act calls for all teachers of core academic subjects to be highly qualified by the end of school year 2006-07. Core subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. This page shows the percent of classes NOT being taught by highly qualified teachers. A high poverty school is defined as being in the top quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch. A low poverty school is defined as being in the bottom quartile of poverty statewide or districtwide, based on the percentage of students eligible for free or reduced-price lunch.*Indicates there is a tie in the free and reduced lunch percentage for two or more schools. This results in a difference in the number of schools being allocated to the Highest and Lowest Quartiles. **Indicates a district has only one school and a District Quartile cannot be calculated.

Teachers with Emergency or Provisional Credentials

It has been determined that South Dakota does not offer an Emergency or Provisional License. This information is therefore not being reported.

Districtwide, Classes Not Taught by Highly Qualified Teachers

State : 0.7%

District: 0%

2011 Highest Quartile of Poverty Schools: 0.0%

2011 Lowest Quartile of Poverty Schools: 0.0%

Statewide, Classes Not Taught by Highly Qualified Teachers

2011 Highest Quartile of Poverty Schools: 1.3%

2010 Highest Quartile of Poverty Schools: 1.3%

2011 Lowest Quartile of Poverty Schools : 0.3%

2010 Lowest Quartile of Poverty Schools : 0.6%

Districts and Schools Identified for Improvement

This list includes districts and/or schools that the state of South Dakota has identified as in need of improvement, as determined by state's accountability system.

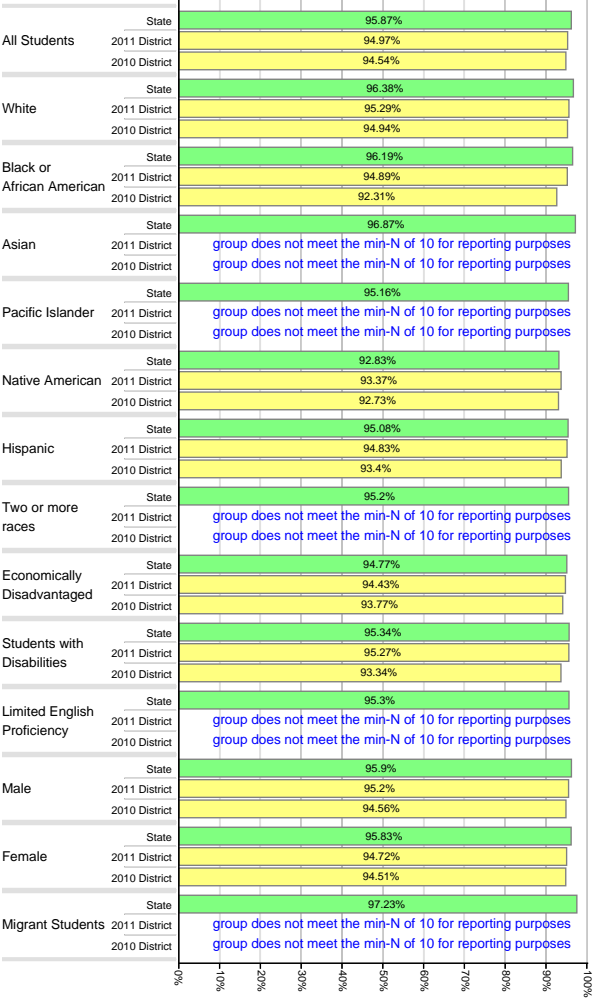
Schools Identified For Improvement: 0

District	Schools	AYP Summary
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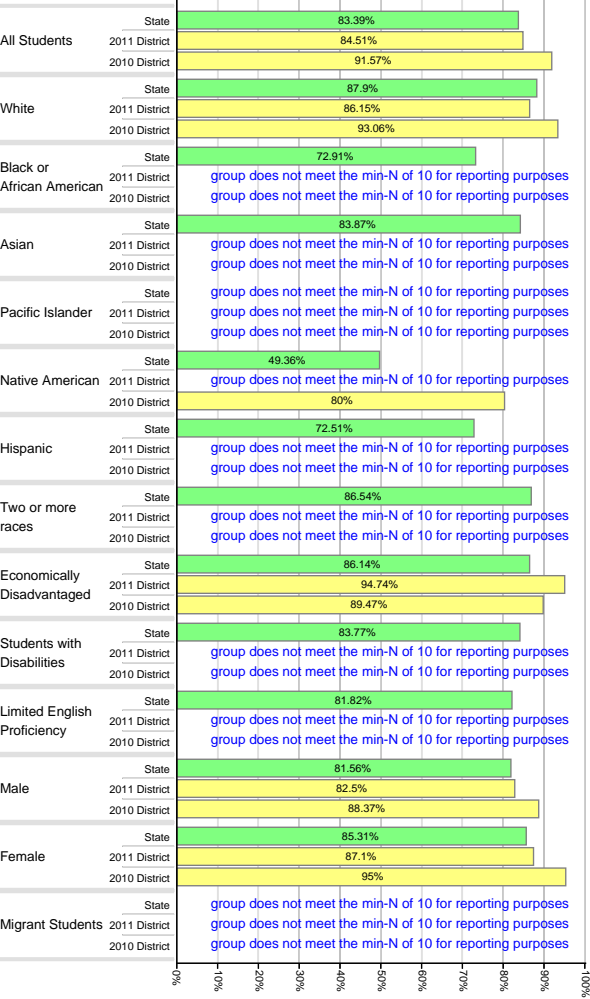
Attendance/Graduation Rates

The graph(s) below report the attendance or graduation rate for the requested entity. For elementary/middle schools, an attendance rate is reported. For high schools, a graduation rate is reported. For districts and the state, both attendance and graduation rates are reported. The attendance rate is reported as a percentage and is calculated by dividing the aggregate days of attendance by the aggregate days of membership for all students enrolled. For graduation, any school or district grade span that includes grade 12 will be expected to meet or exceed the State's graduation rate target of 80% or show progress of at least 2 percentage points. The State's graduation rate goal is 85%. Effective with the 2011 report card, South Dakota has adopted the Title 1 4-Year Adjusted cohort methodology. This is defined as the number of students who graduate in 4 years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class. This differs from the graduation rate calculations used in prior years. Therefore, graduation data for 2011 is not comparable to graduation data for prior years.

Attendance Rate



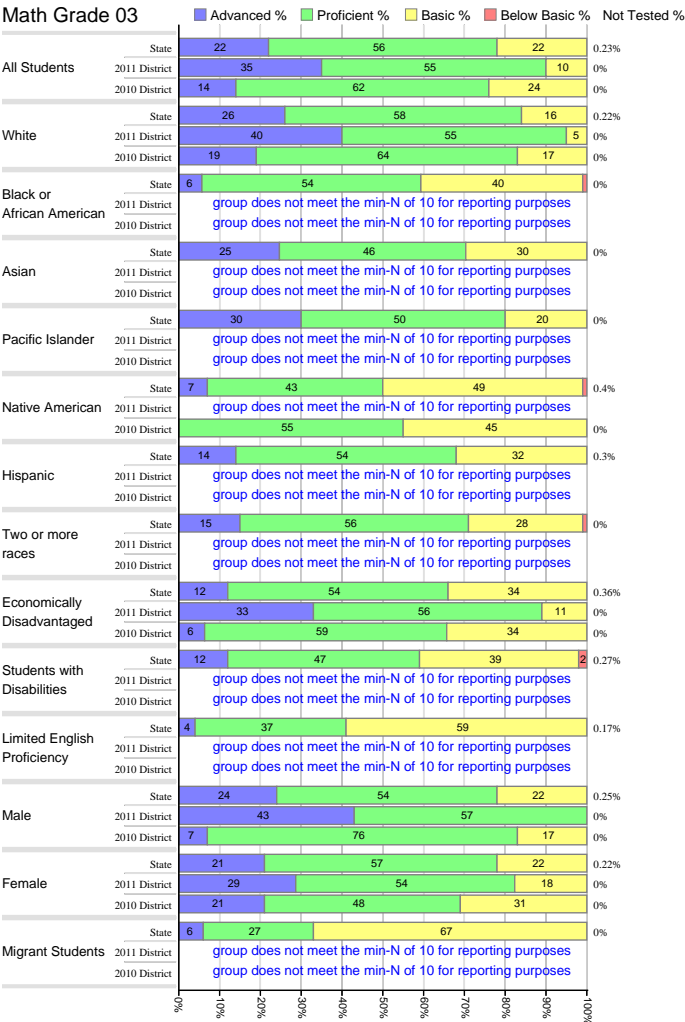
Graduation Rate



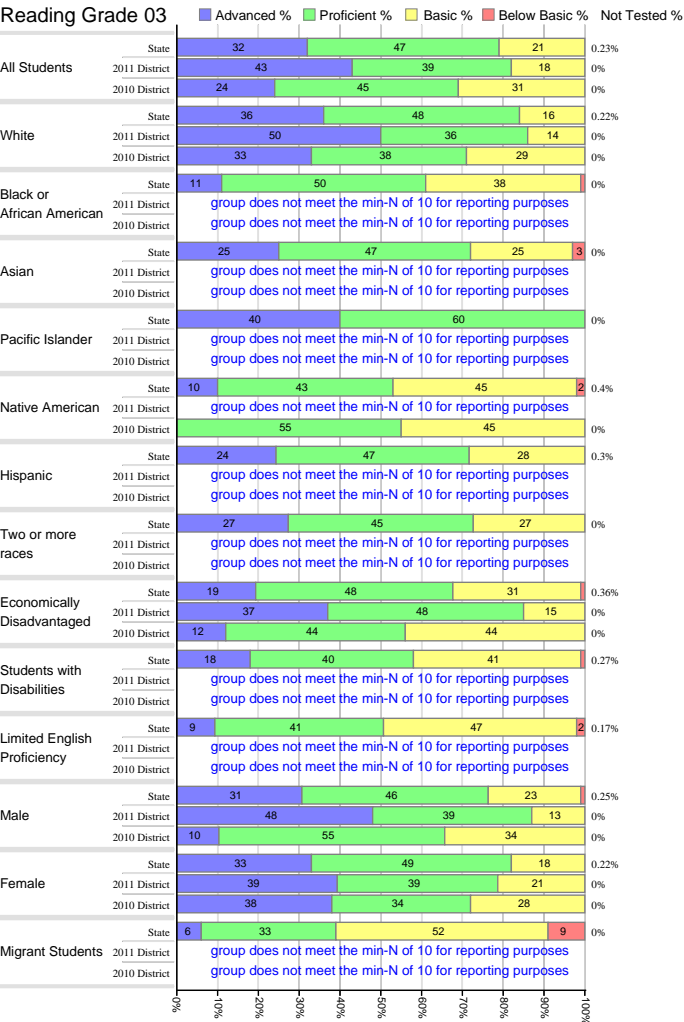
FAY Math/Reading Scores

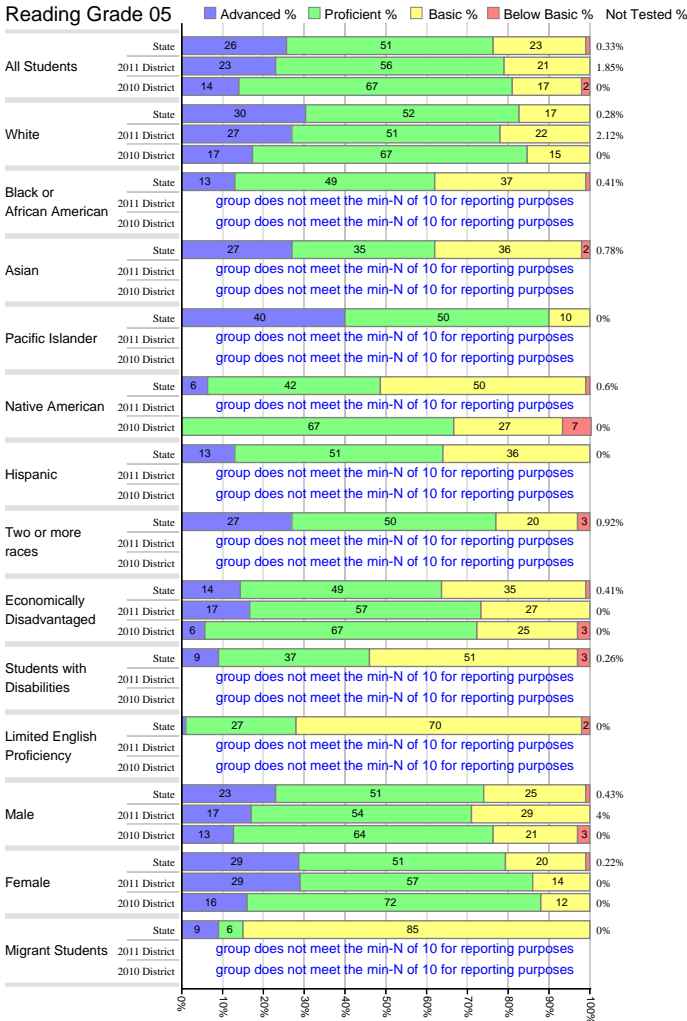
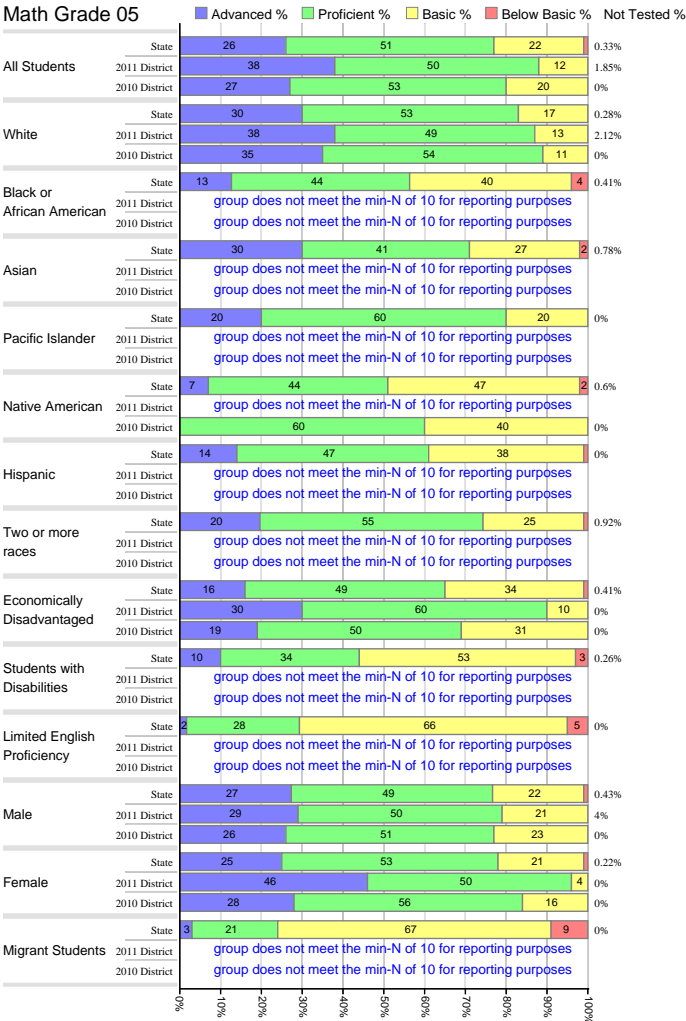
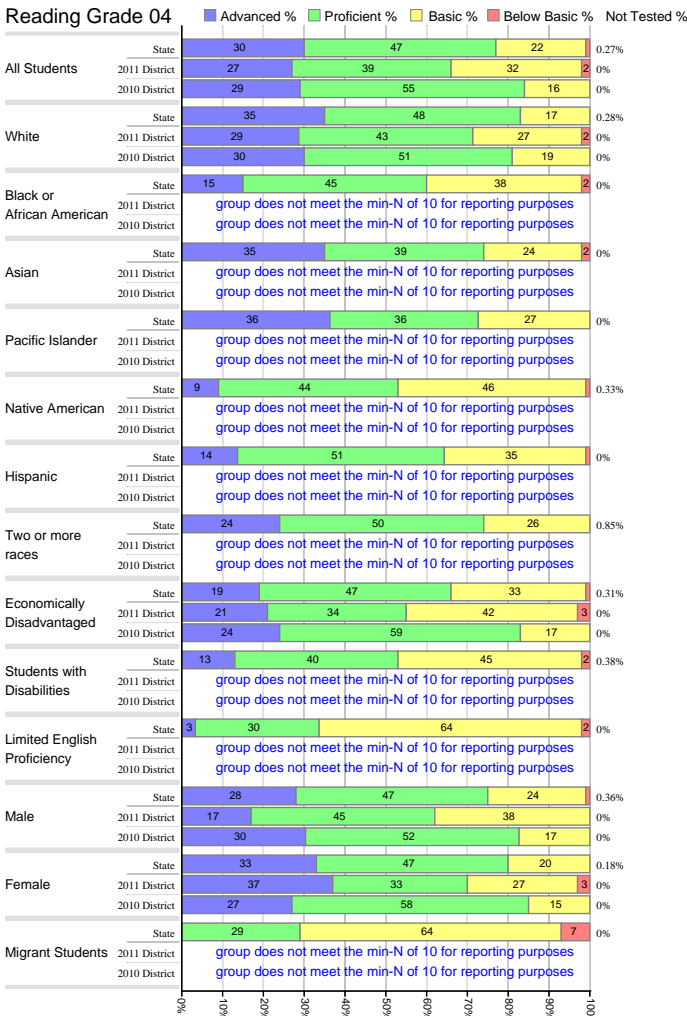
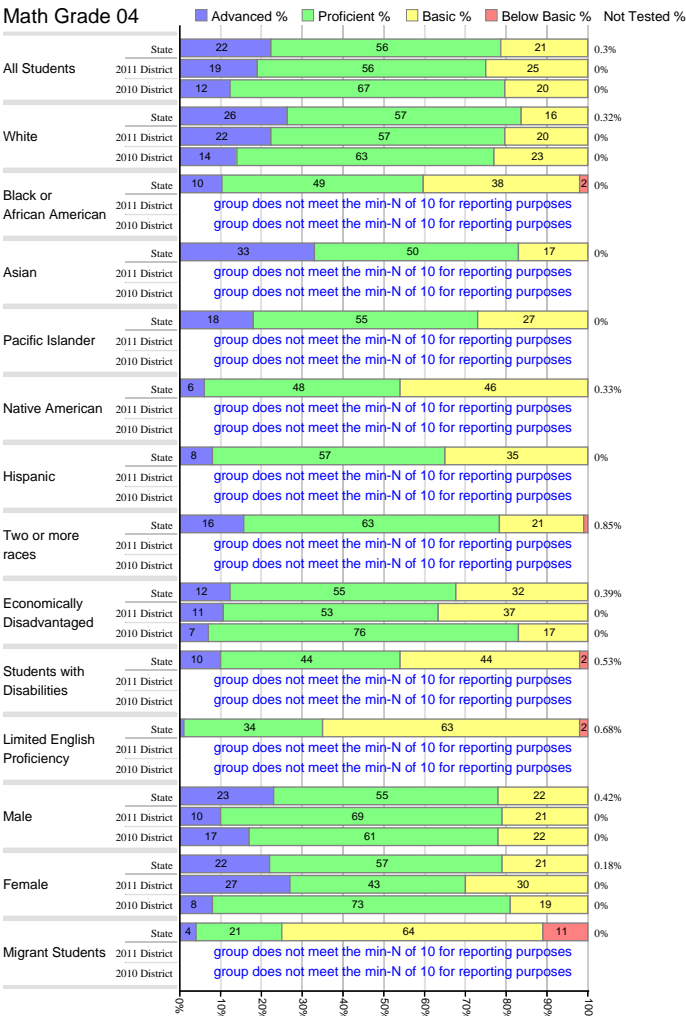
Students in grades 3 through 8 and grade 11 completed the Dakota STEP test in the spring of 2011. The test is designed to measure the progress of students on the South Dakota Content Standards in Reading and Math. This report summarizes the results of that assessment. Please contact your local school if you have questions about this information.

Math Grade 03

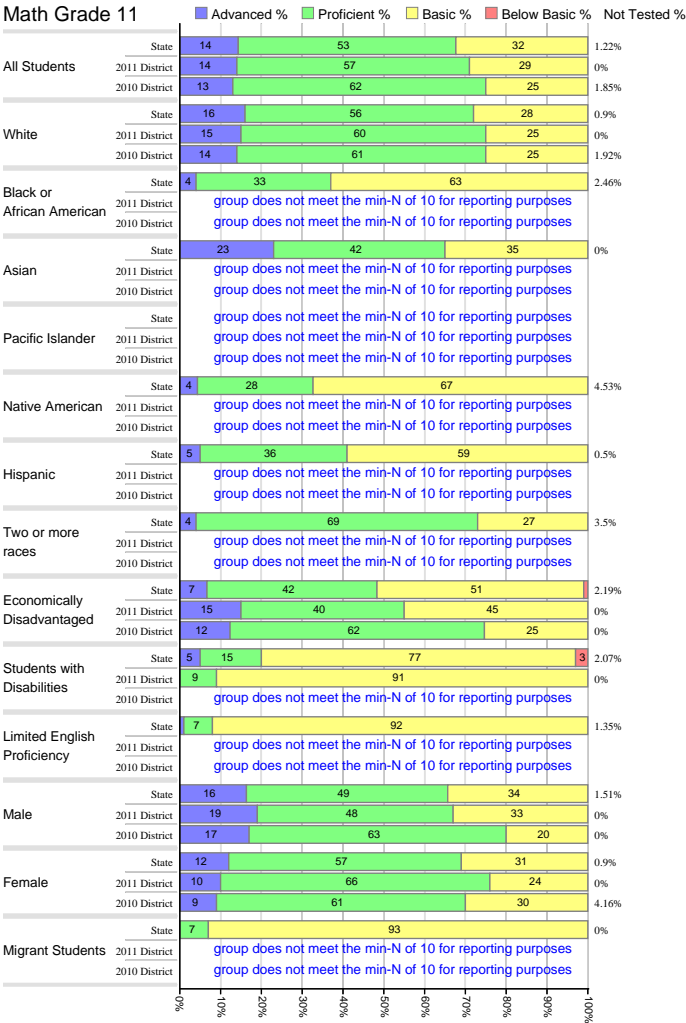
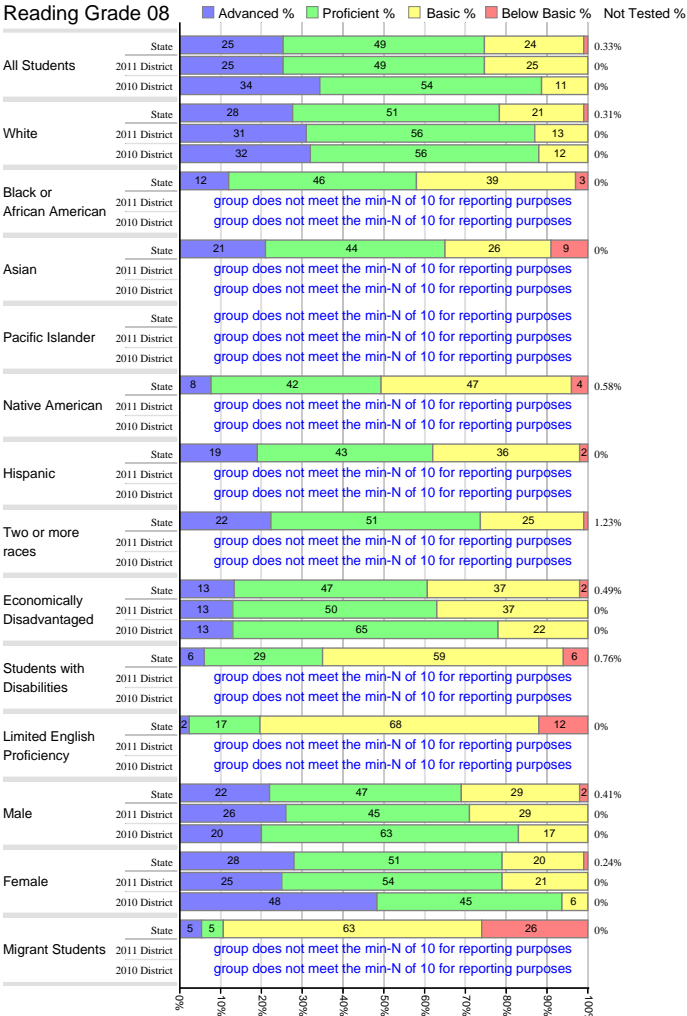
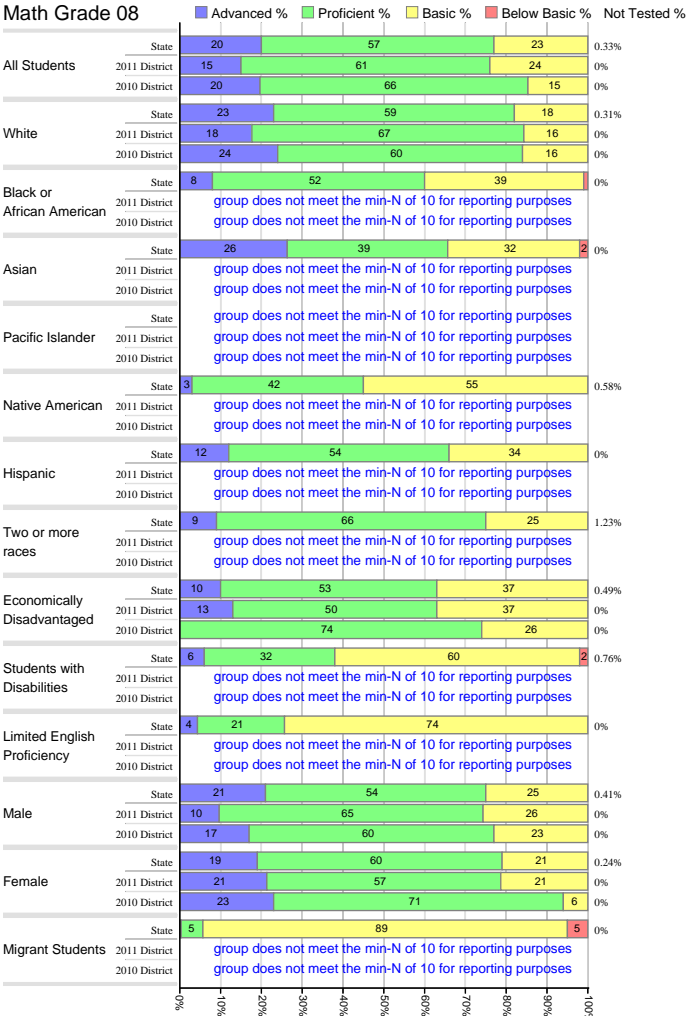


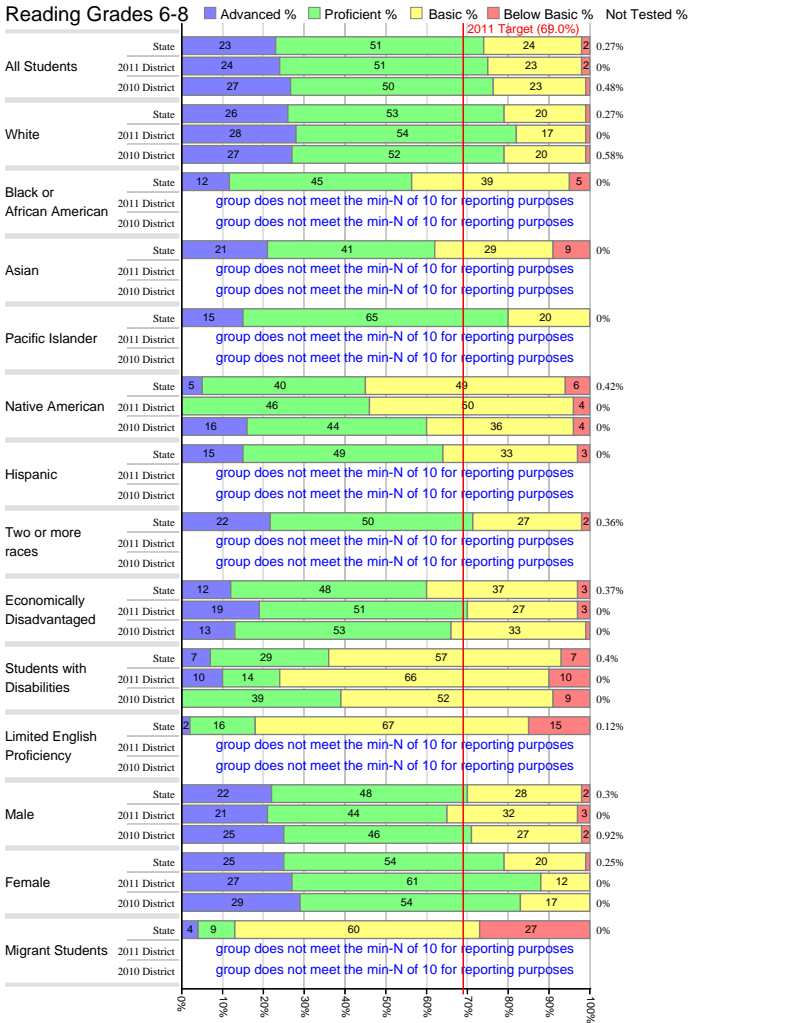
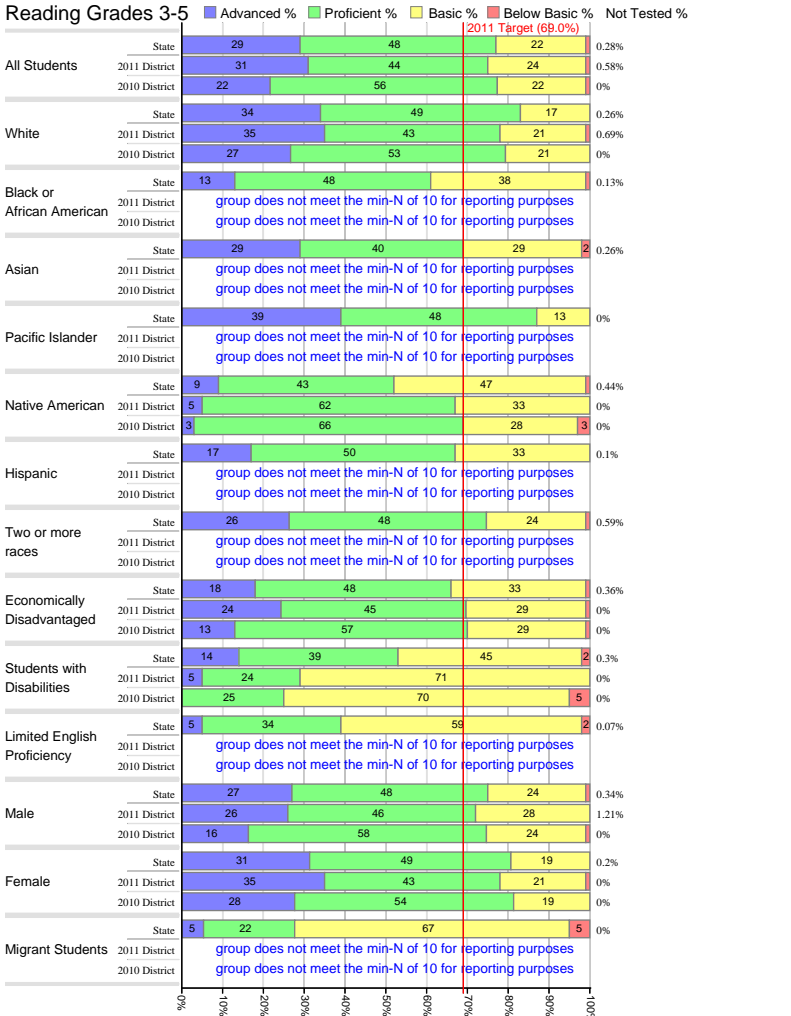
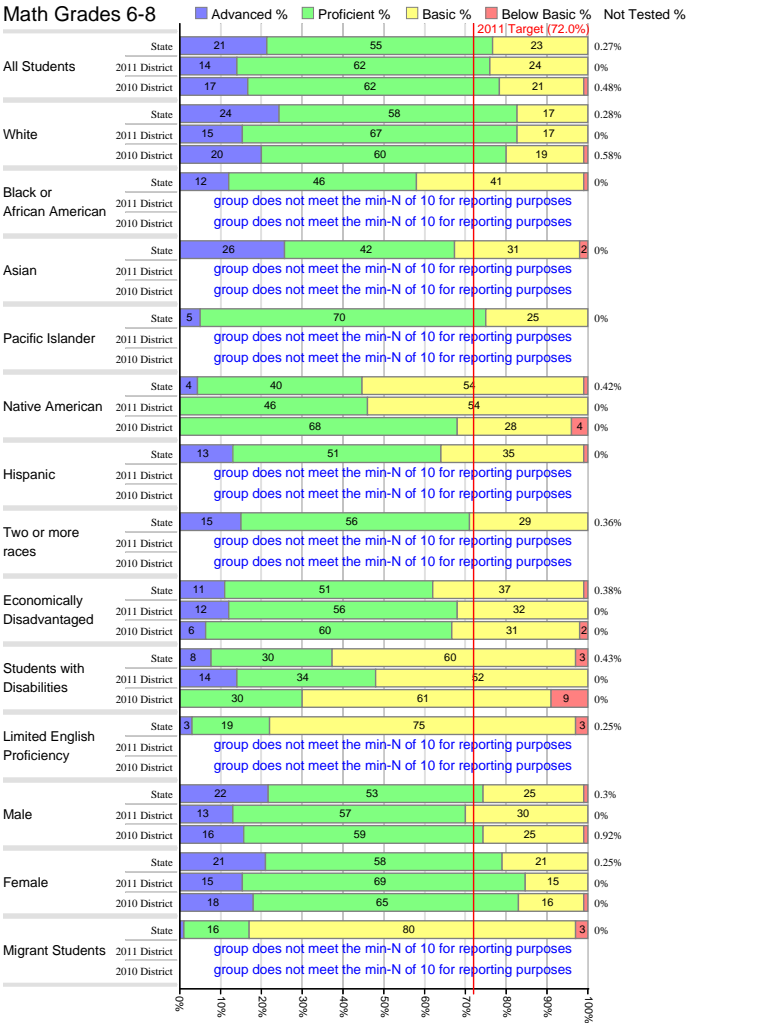
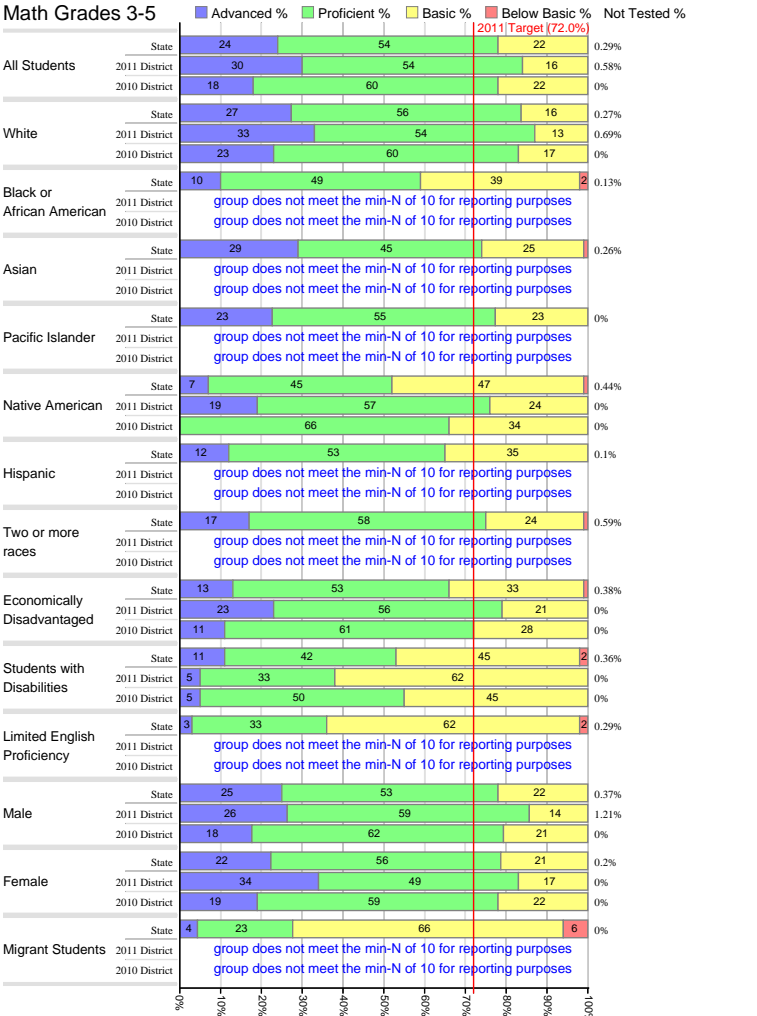
Reading Grade 03

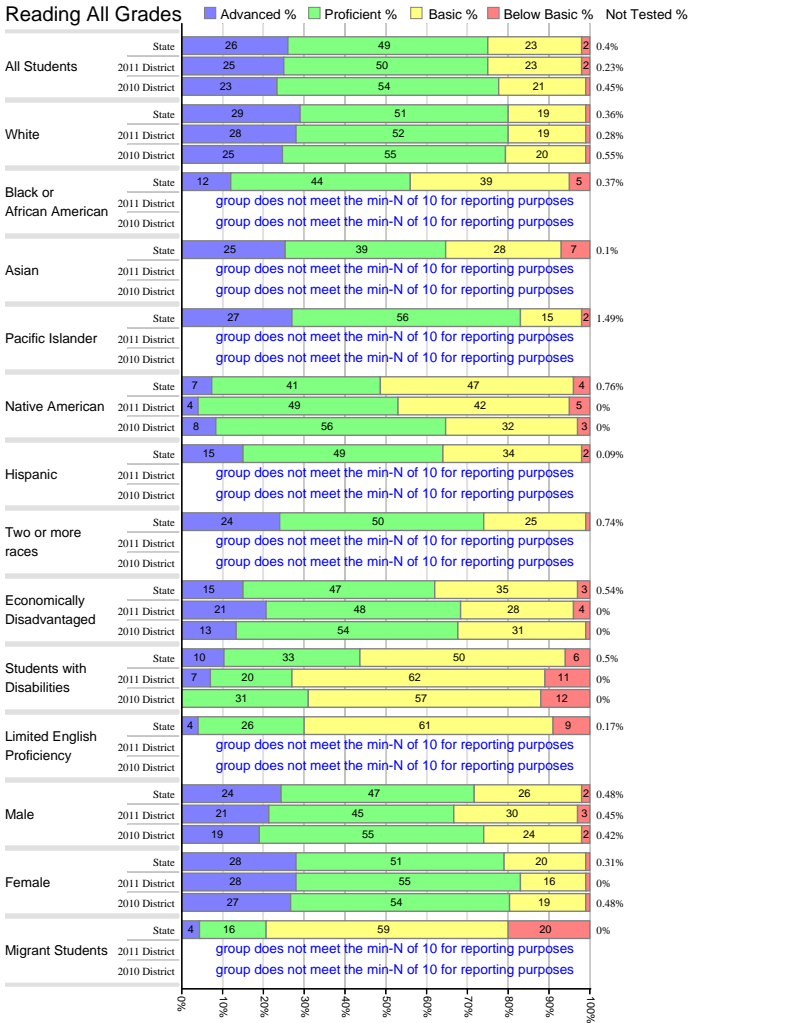
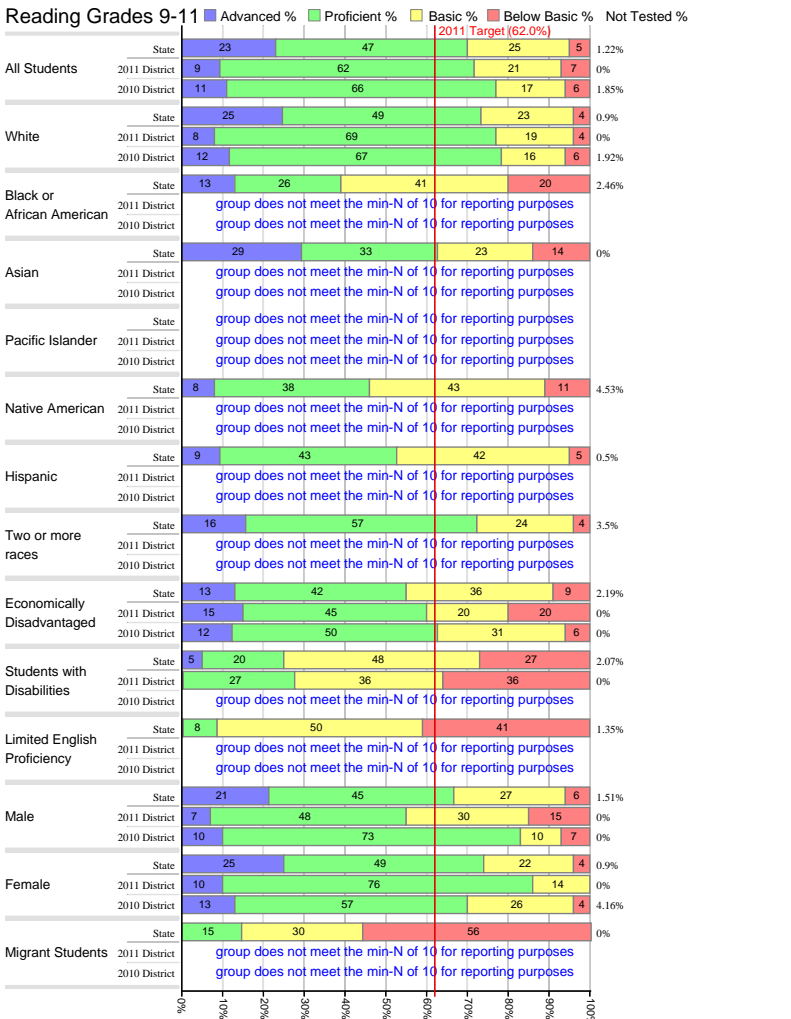
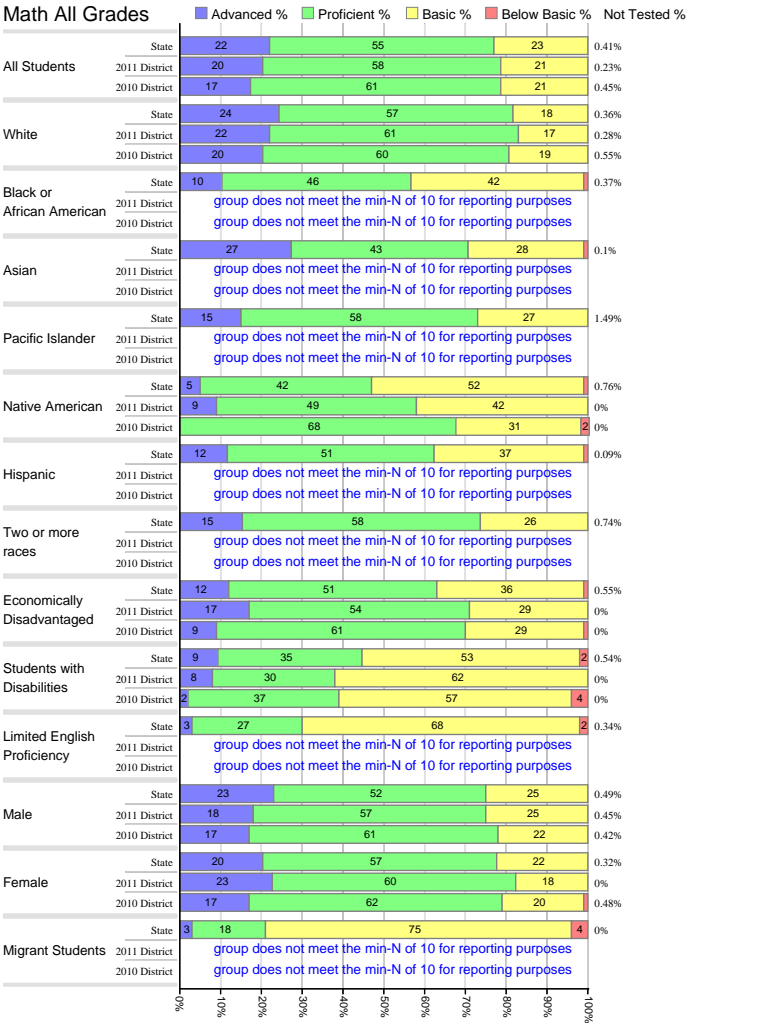
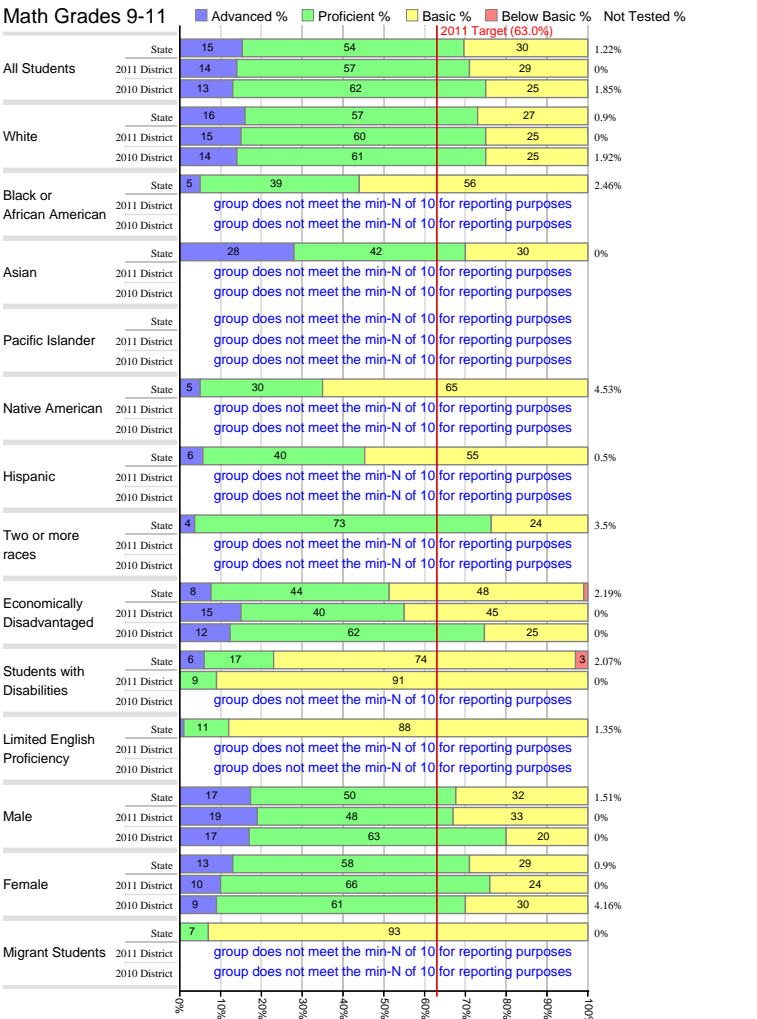












South Dakota Results for NAEP 2009

The National Assessment of Educational Progress (NAEP) or the "Nation's Report Card" is administered on a biannual basis to a sample of 4th and 8th graders in every state. The most recent NAEP data available are for the 2009 administration. Each student takes a portion of a reading or mathematics assessment. The NAEP results are reported for the state in 2007 and 2009. There are no published school or district results.

For some small subgroups in South Dakota the reporting requirement is not met and therefore no data are available. Therefore, race/ethnicity and Limited English Proficiency data are not consistent across all the reports. .

NAEP achievement levels are not necessarily equivalent to proficiency levels used with South Dakota's state assessment, DSTEP. For more information on the mathematics and reading achievement levels go to:

[Http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp](http://nces.ed.gov/nationsreportcard/mathematics/achieve.asp) or
<http://nces.ed.gov/nationsreportcard/reading/achieve.asp>.

2009 Participation Rates

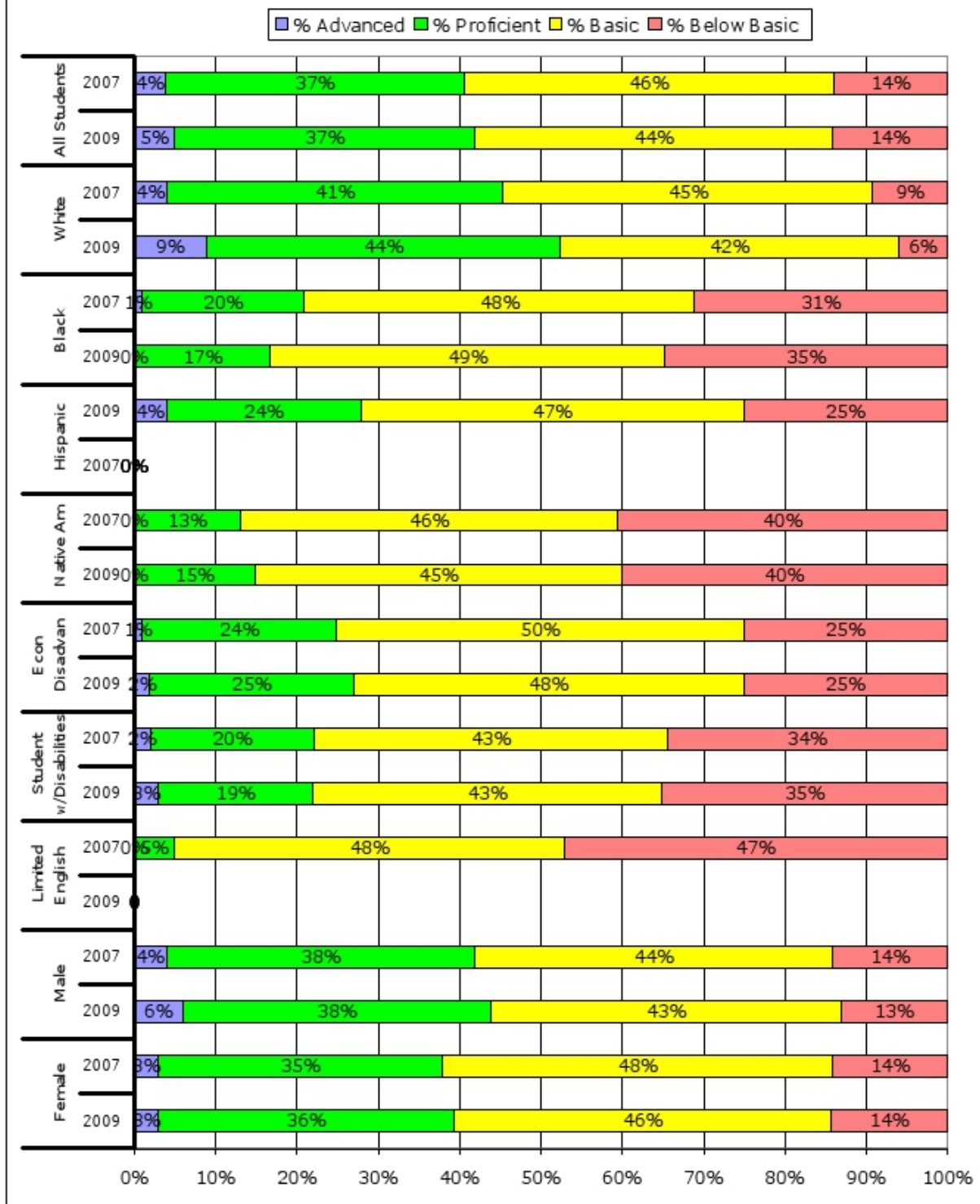
Participation rates for Students with Disabilities and Limited English Proficient can be found in the table below. The actual participation rates for NAEP will differ from DSTEP rates since NAEP does not allow the all the accommodations used by DSTEP. Students taking DSTEP-A do not participate in NAEP.

<u>Students with Disabilities</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	60%	87%
<u>Grade 8</u>	60%	83%

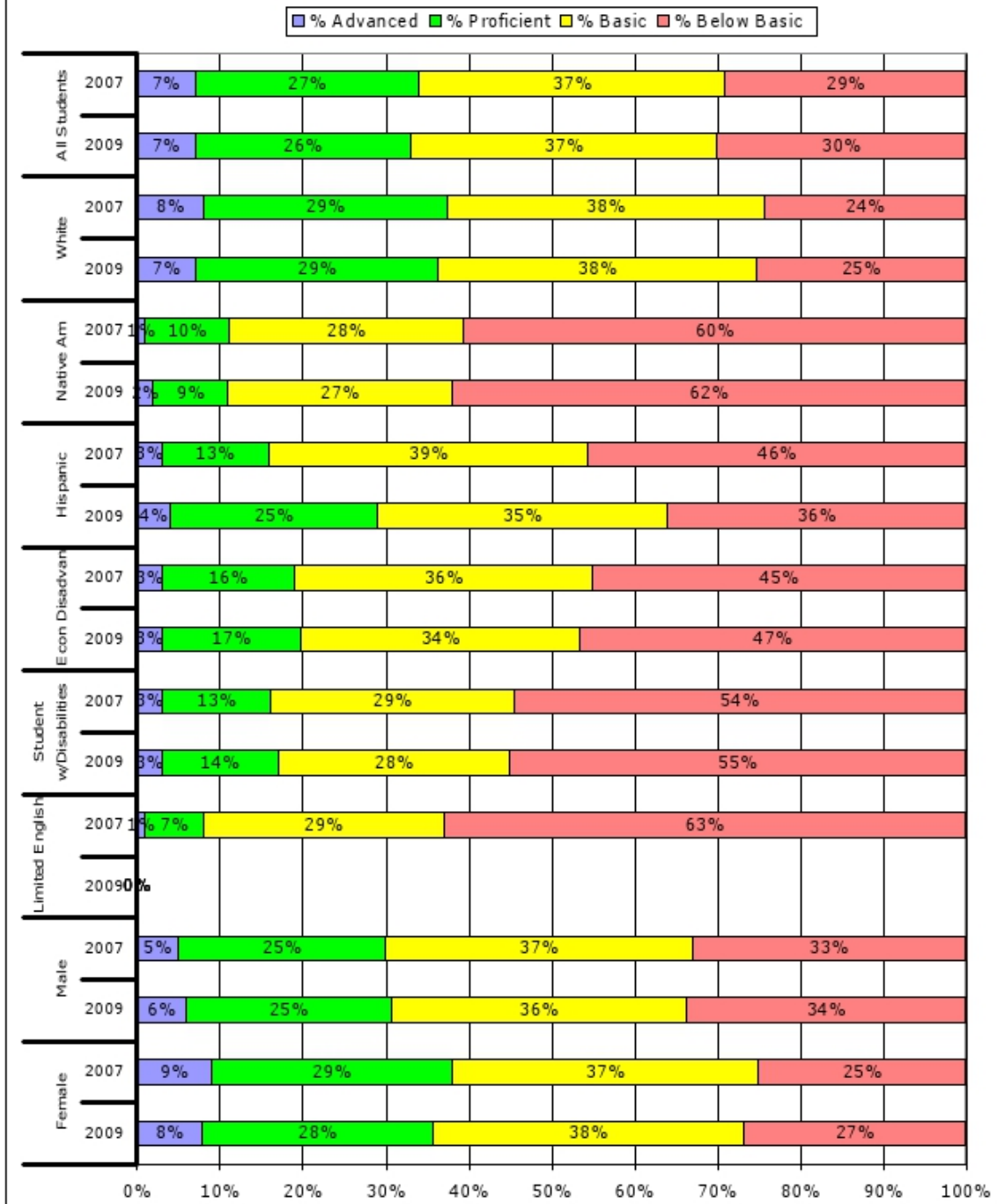
<u>Limited English Proficient</u>	<u>Reading</u>	<u>Mathematics</u>
<u>Grade 4</u>	67%	100%
<u>Grade 8</u>	67%	89%

If there are questions about the NAEP data reported below, contact the South Dakota NAEP State Coordinator, Jan Martin at jan.martin@state.sd.us

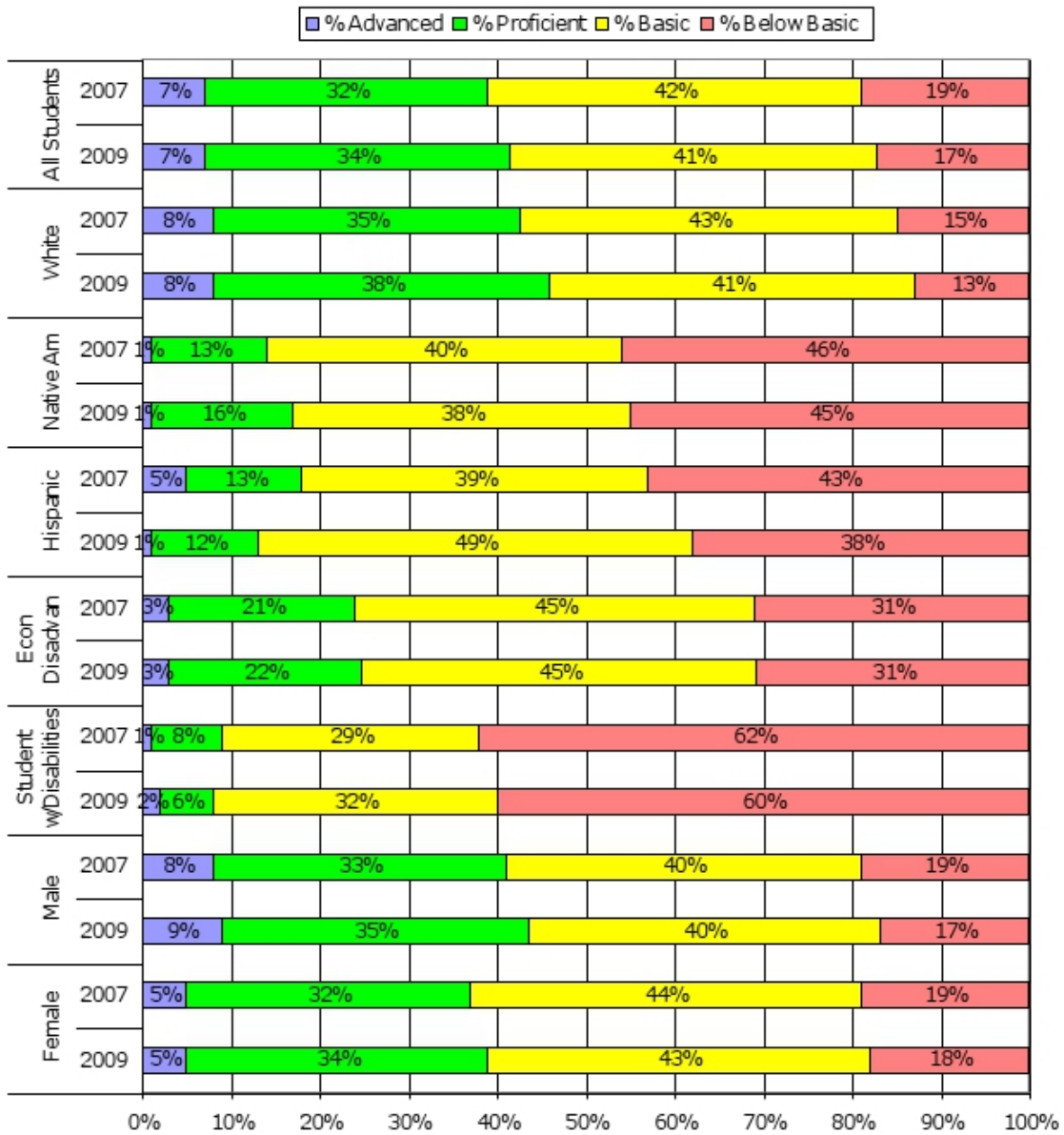
NAEP Results for Grade 4 Mathematics



NAEP Results for Grade 4 Reading



NAEP Results for Grade 8 Mathematics



NAEP Results for Grade 8 Reading

